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| **General Course Information** | |
| Prerequisite(s): | **Prerequisite:** Minimum of 600 hours of French instruction, or equivalent |
| Teacher: | S. McPhail (stefanie.mcphail@tdsb.on.ca)  J. Warring-Bird (jillian.warringbird@tdsb.on.ca)  R. Khan ([rubina.khan@tdsb.on.ca](mailto:rubina.khan@tdsb.on.ca); mskhan.wikispaces.com) |
| Department: | Modern Languages |
| Assistant Curriculum Leader: | A.Lainas-Hayward |
| Extra Help: | Available upon request |
| Textbook and Replacement Cost: | Anthologie: Nouvelles frontières 9e cost $60 if the textbook is lost or damaged |
| Material Required: | Notebook or lined paper and pen or pencil. A small French-English dictionary is useful in this course |
| **Course Description** | |
| This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. | |
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| **Curriculum Expectations** | |
| **Overall expectations: Listening**  By the end of the course, students will: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies; interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences; demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.  **Overall expectations: Speaking**  By the end of the course, students will: communicate information and ideas orally in French, using a variety of speaking strategies, appropriate language structures, and language appropriate to the purpose and audience; participate in spoken interactions in French for a variety of purposes and with diverse audiences; in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations.  **Overall Expectations: Reading**  By the end of the course, students will:**:** determine meaning in a variety of authentic and adapted French texts, using a range of reading comprehension strategies; identify the purpose(s), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, including fictional, informational, graphic, and media forms; demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities.  **Overall Expectations: Writing**  By the end of this course, students will: write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of written French appropriate for this level; use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively; in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations. | |
| For complete curriculum expectations, please visit: <https://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf> | |
| **Course Information:** | |
| **Unit Titles:**  **Unit 1: Révision/Je me présente** -Students complete a comprehensive review of vocabulary and grammar.  **Unit 2: Les Sorties et invitations**- Students explore pastimes and leisure activities and how to make plans for various activities in French.  **Unit 3: Ma Journée** - Students talk about their daily and ideal routines.  **Unit 4: Les Vacances** -Students will learn travel vocabulary and discuss past and future vacations.  Grammar will be taught in context throughout each unit. | |
| **Assessment and Evaluation:** | |
| To promote student success, ongoing assessment and feedback is given regularly to the students. A variety of assessment and evaluation strategies are used in this course. Expectations are evaluated based on the provincial curriculum expectations and the strands and/or categories outlined in the ministry document.    **The four strands used in the core French classroom are: listening, speaking, reading, and writing. Students’ overall marks are calculated and reported using the four strands. Many assignments and activities integrate two or three of the strands.**  Each student’s term mark will be in the form of a percentage grade based on their achievement in the strands:   |  |  | | --- | --- | | Speaking | 30% | | Listening | 30% | | Reading | 20% | | Writing | 20% |   The breakdown of the final mark is as follows:   |  |  | | --- | --- | | Term Evaluation | 70% | | Final Evaluation | 30% |   *The final evaluation/culminating activities will be completed during the final 6 weeks of the course and may include a variety of summative activities including a presentation or an oral interview, a listening examination component and an examination with reading and writing sections.*  In addition to students’ performance in the achievement categories, students will also be assessed on their performance in the following learning skills:   * Responsibility * Organization * Independent Work * Collaboration * Initiative * Self-Regulation   *For specific policies on Assessment and Evaluation, and Academic Honesty, please refer to School Procedures in the Student Agenda.* | |